

## Saluda Elementary

400 West Butler Avenue  
Saluda, SC 29138

**Grades** 3-5 Elementary School

**Enrollment** 350 Students

**Principal** Ann M. Copelan 864-445-2564

**Superintendent** Dr. Pete Stone 864-445-8441

**Board Chair** Allen Harmon 864-445-7249

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	24	62	18	1

### IMPROVEMENT RATING

### GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

### YES

This school met 25 out of 25 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Below Average	Below Average	No
<b>2004</b>	Below Average	Below Average	No
<b>2005</b>	Average	Good	Yes

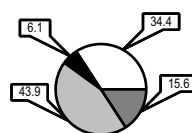
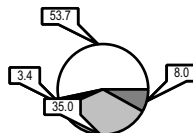
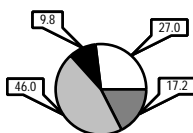
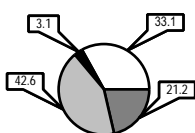
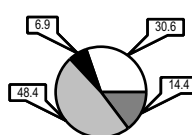
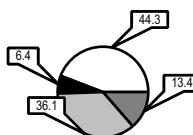
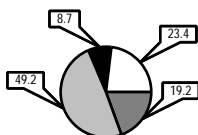
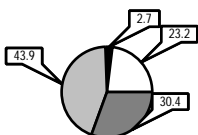
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	344	100.0	33.3	42.5	21.1	3.1	31.5	Yes	Yes
<b>Gender</b>									
Male	172	100.0	38.0	43.6	17.2	1.2	26.4		
Female	172	100.0	28.7	41.5	25.0	4.9	36.6		
<b>Racial/Ethnic Group</b>									
White	131	100.0	22.2	38.1	34.1	5.6	50.8	Yes	Yes
African American	150	100.0	40.0	46.9	11.7	1.4	17.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	63	100.0	41.1	41.1	16.1	1.8	23.2	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	278	100.0	26.5	45.5	24.2	3.8	36.0		
Disabled	66	100.0	61.9	30.2	7.9	0.0	12.7	Yes	Yes
<b>Migrant Status</b>									
Migrant	16	100.0	46.2	53.8	0.0	0.0	0.0		
Non-Migrant	328	100.0	32.8	42.0	22.0	3.2	32.8		
<b>English Proficiency</b>									
Limited English Proficient	35	100.0	58.6	34.5	6.9	0.0	10.3	I/S	I/S
Non-Limited English Proficient	309	100.0	30.9	43.3	22.5	3.4	33.6		
<b>Socio-Economic Status</b>									
Subsidized meals	248	100.0	38.4	43.1	15.5	3.0	24.1	Yes	Yes
Full-pay meals	96	100.0	21.1	41.1	34.7	3.2	49.5		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	344	100.0	26.9	46.2	17.1	9.8	42.2	Yes	Yes
<b>Gender</b>									
Male	172	100.0	28.2	46.0	17.2	8.6	41.7		
Female	172	100.0	25.6	46.3	17.1	11.0	42.7		
<b>Racial/Ethnic Group</b>									
White	131	100.0	12.7	39.7	27.0	20.6	62.7	Yes	Yes
African American	150	100.0	35.9	51.7	10.3	2.1	27.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	63	100.0	35.7	46.4	12.5	5.4	33.9	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	278	100.0	20.1	47.7	20.1	12.1	49.6		
Disabled	66	100.0	55.6	39.7	4.8	0.0	11.1	Yes	Yes
<b>Migrant Status</b>									
Migrant	16	100.0	46.2	46.2	7.7	0.0	15.4		
Non-Migrant	328	100.0	26.1	46.2	17.5	10.2	43.3		
<b>English Proficiency</b>									
Limited English Proficient	35	100.0	51.7	41.4	6.9	0.0	13.8	I/S	I/S
Non-Limited English Proficient	309	100.0	24.5	46.6	18.1	10.7	45.0		
<b>Socio-Economic Status</b>									
Subsidized meals	248	100.0	30.2	50.0	13.8	6.0	35.3	Yes	Yes
Full-pay meals	96	100.0	18.9	36.8	25.3	18.9	58.9		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	344	100.0	53.8	34.9	8.0	3.4	11.3
<b>Gender</b>							
Male	172	100.0	57.7	29.4	8.0	4.9	12.9
Female	172	100.0	50.0	40.2	7.9	1.8	9.8
<b>Racial/Ethnic Group</b>							
White	131	100.0	29.4	48.4	14.3	7.9	22.2
African American	150	100.0	71.7	24.8	2.8	0.7	3.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	63	100.0	62.5	30.4	7.1	0.0	7.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	278	100.0	45.5	40.9	9.5	4.2	13.6
Disabled	66	100.0	88.9	9.5	1.6	0.0	1.6
<b>Migrant Status</b>							
Migrant	16	100.0	84.6	15.4	0.0	0.0	0.0
Non-Migrant	328	100.0	52.5	35.7	8.3	3.5	11.8
<b>English Proficiency</b>							
Limited English Proficient	35	100.0	79.3	20.7	0.0	0.0	0.0
Non-Limited English Proficient	309	100.0	51.3	36.2	8.7	3.7	12.4
<b>Socio-Economic Status</b>							
Subsidized meals	248	100.0	62.1	31.9	5.2	0.9	6.0
Full-pay meals	96	100.0	33.7	42.1	14.7	9.5	24.2

<b>Social Studies</b>							
All Students	344	100.0	34.6	43.7	15.6	6.1	21.7
<b>Gender</b>							
Male	172	100.0	34.4	42.3	19.0	4.3	23.3
Female	172	100.0	34.8	45.1	12.2	7.9	20.1
<b>Racial/Ethnic Group</b>							
White	131	100.0	20.6	42.1	23.8	13.5	37.3
African American	150	100.0	42.1	48.3	8.3	1.4	9.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	63	100.0	46.4	35.7	16.1	1.8	17.9
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	278	100.0	27.7	47.0	18.2	7.2	25.4
Disabled	66	100.0	63.5	30.2	4.8	1.6	6.3
<b>Migrant Status</b>							
Migrant	16	100.0	53.8	38.5	7.7	0.0	7.7
Non-Migrant	328	100.0	33.8	43.9	15.9	6.4	22.3
<b>English Proficiency</b>							
Limited English Proficient	35	100.0	62.1	31.0	6.9	0.0	6.9
Non-Limited English Proficient	309	100.0	31.9	45.0	16.4	6.7	23.2
<b>Socio-Economic Status</b>							
Subsidized meals	248	100.0	39.2	45.3	11.6	3.9	15.5
Full-pay meals	96	100.0	23.2	40.0	25.3	11.6	36.8

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	132	96.1	28.8	35.6	33.1	2.5	35.6
	4	115	96.5	41.7	38.9	19.4	N/A	19.4
	5	107	98.1	32.4	47.1	16.7	3.9	20.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	107	100.0	23.2	35.4	31.3	10.1	41.4
	4	122	100.0	34.2	49.6	16.2	0.0	16.2
	5	115	100.0	41.0	41.0	18.1	0.0	18.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	132	96.9	33.6	54.6	7.6	4.2	11.8
	4	115	97.4	37.6	41.3	13.8	7.3	21.1
	5	107	98.1	30.4	48.0	13.7	7.8	21.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	107	100.0	23.2	48.5	19.2	9.1	28.3
	4	122	100.0	31.6	47.0	15.4	6.0	21.4
	5	115	100.0	23.8	42.9	18.1	15.2	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	107	100.0	46.5	42.4	11.1	0.0	11.1
	4	122	100.0	57.3	31.6	5.1	6.0	11.1
	5	115	100.0	54.3	33.3	8.6	3.8	12.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	107	100.0	24.2	44.4	18.2	13.1	31.3
	4	122	100.0	27.4	51.3	17.9	3.4	21.4
	5	115	100.0	50.5	36.2	10.5	2.9	13.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 350)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	7.3%	Up from 4.2%	3.7%	3.0%
Attendance rate	95.6%	Down from 96.6%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.7%	Up from 6.3%	3.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.4%	Up from 5.0%	3.4%	3.2%
Eligible for gifted and talented	6.8%	Down from 10.2%	9.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.3%	Down from 11.6%	8.9%	8.2%
Older than usual for grade	3.4%	Up from 1.4%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 26)</b>				
Teachers with advanced degrees	42.3%	Up from 38.5%	50.0%	52.6%
Continuing contract teachers	73.1%	No change	84.2%	83.3%
Highly qualified teachers	92.0%	Down from 94.4%	94.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 5.6%	0.0%	0.0%
Teachers returning from previous year	62.7%	Down from 63.2%	86.7%	87.0%
Teacher attendance rate	95.2%	Up from 94.6%	94.8%	95.0%
Average teacher salary	\$35,701	Down 0.2%	\$41,257	\$41,703
Prof. development days/teacher	17.1 days	Down from 19.9 days	13.2 days	12.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 18.8 to 1	18.4 to 1	18.8 to 1
Prime instructional time	88.2%	Down from 89.1%	89.1%	89.8%
Dollars spent per pupil*	\$7,502	Up 28.1%	\$6,127	\$6,242
Percent of expenditures for teacher salaries*	66.0%	No change	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.3%	Up from 93.0%	99.0%	99.0%
SACS accreditation	No	Down from Yes	Yes	Yes
Character development program	Average	Up from Below Average	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

## Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Saluda Elementary School, a Title One School, had another "Pawsitive" year. Our outstanding students, teachers, and parents continue to achieve at high levels and receive success as we strive toward excellence for all students. We received the Education Improvement Act grant for math and the Michael Jordan grant for implementation of math measurement standards. SCE&G awarded money for an after-school program, along with a state homework grant to assist students in math and ELA. Student honors included the District Lt. Governor's Writing Award, District Soil and Water Conservation Essay and Poster Awards, and District South Carolina Department of Transportation Art Awards.

We are fortunate to have many parent volunteers, business partners, and community mentors who support a variety of activities that contribute to academics and character development. Through the leadership of SIC and the guidance counselor, twenty-five students were involved in a mentor program. Several community programs, including Limos for Learning, encouraged our students to achieve academically. Saluda Elementary raised over \$2500.00 for Ronald McDonald House, St. Jude Children's Hospital and American Cancer Society's Relay for Life. In addition to these fund raisers, Saluda Elementary students raised money to purchase a drug dog for the Saluda Sheriff's Department.

Saluda Elementary teachers continue to grow professionally by participating in staff development opportunities. The instructional program "Write From the Beginning" trained all certified staff in improving writing instruction. Math teachers were involved in problem solving strategies and use of hands-on activities with a math consultant. Social studies and science teachers implemented new materials aligned to the state standards and developed pacing guides along with the math teachers.

The PTA is an invaluable resource to the school and truly aids in ensuring the success of Saluda Elementary School. Fundraisers contributed new playground improvements, beautification of our grounds and buildings, garden materials for our science instruction, media center furniture improvements, and incentives for teachers and students.

Saluda Elementary School continues to strive for academic growth of all students and provides our teachers training in best practices in the classroom. Twenty-three out of 23 categories of the No Child Left Behind Act were met. Saluda Elementary is fortunate to be a part of a supportive school community and to have the opportunity to provide educational experiences for its students.

Ann Copelan, Principal  
Nina Nordin, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	29	110	100
Percent satisfied with learning environment	89.7%	93.5%	76.8%
Percent satisfied with social and physical environment	96.6%	95.2%	77.8%
Percent satisfied with school-home relations	72.4%	88.0%	75.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.